

California Commission on Teacher Credentialing
PK-3 ECE LITERACY WEBINAR
Annotated Bibliography & Selected Websites

This annotated bibliography and list of selected websites is intended to support program planning for Program Standard 7: Effective Literacy Instruction in PK-3 Settings for the PK-3 Early Childhood Education (ECE) Specialist Instruction credential. Information is provided in three categories: 1) key documents informing the content of the Literacy Program Standard; 2) documents that provide additional explanation and examples of literacy practice; and 3) selected websites.

Key Documents Informing the Content of the Literacy Program Standard (in order of appearance in the Literacy Program Standard)

California Department of Education. (2013; adopted 2010/modified 2013). [California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects](#). Sacramento: California Department of Education.

This document presents the standards that children are to meet at the end of each grade in English Language Arts (ELA) as well as in Literacy in History/Social Studies, Science, and Technical Subjects. The standards drive the content of the Literacy Program Standard as they indicate what teachers should be prepared to teach in ELA/Literacy in kindergarten through grade 12. The ELA/Literacy Standards also inform instruction in transitional kindergarten in conjunction with the Preschool Learning Foundations. The ELA/Literacy Standards include the strands of Reading (Literature, Informational Text, and Foundational Skills); Writing; Speaking and Listening; and Language. This document is cited in the Literacy Program Standard in the following location: Introduction, paragraph (§) 1.

California Department of Education. (2012). [California English Language Development Standards: Kindergarten Through Grade 12](#). Sacramento: California Department of Education.

This document presents the standards that multilingual children (legally identified as English learners) are to meet at the end of each grade in English Language Development (ELD). The standards clarify the knowledge, skills, and abilities children need in order to engage with and meet the state's content standards across the disciplines as they develop proficiency in English language and literacy in kindergarten through grade 12. The ELD Standards also inform instruction in transitional kindergarten in conjunction with the Preschool Learning Foundations. The ELD Standards include Part I: Interacting in Meaningful Ways; Part II: Learning About How English Works; and Part III: Using Foundational Literacy Skills. This document is cited in the Literacy Program Standard in the following locations: Introduction (§1); and Section 7g, Integrated and Designated English Language Development (§22-§23).

California Department of Education. (2010). [California Preschool Learning Foundations, Volume 1](#). Sacramento: California Department of Education.

This document presents the competencies—knowledge and skills—that most children can be expected to exhibit as they complete their first or second year of a high-quality preschool program. The Preschool Learning Foundations also inform instruction in transitional kindergarten in conjunction with the ELA/Literacy and ELD Standards. This document addresses four domains; the domains relevant to the Literacy Program Standard are Language and Literacy

(Listening and Speaking, Reading, and Writing) and English Language Development (Listening, Speaking, Reading, and Writing). This document is cited in the Literacy Program Standard in the following locations: Introduction (§1 & §2). Note: The Preschool Learning Foundations are currently under revision and are due to be published in late 2023.

California Department of Education. (2015; adopted 2014). [English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve](#). Sacramento: California Department of Education.

This document provides a blueprint for the implementation of the ELA/literacy and ELD Standards. The document provides an overview of the two sets of interrelated standards; presents essential considerations in ELA/literacy and ELD curriculum, instruction, and assessment; and outlines relevant content and pedagogy for the following grade spans: transitional kindergarten (TK)-1; 2-3; 4-5; 6-8; and 9-12. Within each span, information for individual grade levels is presented. Five key themes of ELA/literacy and ELD instruction—Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills—organize the grade-span and grade-level discussions in Chapters 3-7. This document is cited in the Literacy Program Standard in the following locations: Introduction (§1 & §4). In addition, the *ELA/ELD Framework* informs much of the content of the Literacy Program Standard (e.g., Section 7g, Integrated and Designated ELD), and its five themes provide the content and organization for Sections 7a-7e.

[Chapter 3: Content and Pedagogy: Transitional Kindergarten Through Grade One](#)

Chapter 3 presents an overview of the TK-1 grade span and specific discussions for each grade—TK, K, and 1—for each of the five themes. Within the grade-level sections, examples of practice are provided through brief snapshots and longer vignettes that include integrated ELA, literacy in the content areas, integrated ELD, and designated ELD. The TK snapshots identify pertinent ELA/literacy Standards, ELD Standards, and Preschool Learning Foundations.

[Chapter 4: Content and Pedagogy: Grades Two and Three](#)

Chapter 4 is organized in the same manner as Chapter 3 and includes explanations and examples of practice by grade for each theme.

California Department of Education. (2010). [California Preschool Curriculum Framework, Volume 1](#). Sacramento: California Department of Education.

This document was created as a companion to the *California Preschool Learning Foundations, Volume 1*. The document takes an integrated approach to early learning and describes how curriculum planning considers the connections between different domains as children engage in teacher-guided learning activities. For the relevant domains of Language and Literacy and English Language Development, it provides an overview of the domain, the foundations for the domain, principles in curriculum planning, and curriculum strategies illustrated by vignettes. This document is cited in the Literacy Program Standard in the following location: Introduction (§1).

California Department of Education. (2021). [California Comprehensive State Literacy Plan](#). Sacramento: California Department of Education.

This document outlines several of California's initiatives to improve the literacy outcomes for students. This document is cited in the Literacy Program Standard in the following location: Introduction (§3).

California Department of Education. (2017; modified 2018). [California Dyslexia Guidelines](#). Sacramento: California Department of Education.

This document presents guidelines to improve the academic outcomes for students with dyslexia and provides practical resources for identifying and educating students at risk for and with dyslexia. The guidelines address the definition and characteristics of dyslexia (Chapters 1 & 4); screening to determine the risk for dyslexia (Chapter 9); and effective approaches for teaching students with dyslexia, specifically Structured Literacy (Chapter 11). This document and the topic of dyslexia are cited in the Literacy Program Standard in the following locations: Introduction (§13); Section 7a, Foundational Skills (§18); and Section 7f, Literacy Instruction for Children with Disabilities (§20-§21).

Documents that Provide Additional Explanation and Examples of Literacy Practice (in order by author and date of publication)

California Commission on Teacher Credentialing. (2022). [Resource Guide on Preparing Teachers for Effective Literacy Instruction](#). Sacramento: California Commission on Teacher Credentialing.

This draft document was developed to support teacher preparation literacy program planning. The guide presents important literacy content to be addressed in teacher preparation, including assessment and tiered instruction. The content in the guide was drawn from the ELA/Literacy Standards, ELD Standards, *ELA/ELD Framework*, *CA Dyslexia Guidelines*, *CA Comprehensive State Literacy Plan*, and other state sources. Sections in the guide include the Comprehensive and Integrated Literacy Model, five themes of the *ELA/ELD Framework* (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge), and four appendices. Most sections are formatted as charts with bulleted lists and document citations.

California Department of Education. (2021). [California Digital Learning Integration and Standards Guidance](#). Sacramento: California Department of Education.

This document outlines critical areas of instructional focus based on standards in English language arts/literacy, English language development, and mathematics. It was designed to support teachers in delivering standards-aligned instruction in virtual and in-person settings. The link above provides access to the entire document. This document is cited in the Literacy Program Standard in the following location: Section 7e, Content Knowledge, footnote 8.

[Section C: Standards Guidance for English Language Arts, Literacy, and English Language Development](#)

This website was created to support access to the standards guidance document. Click on the Section C link to navigate directly to the English language arts (ELA), literacy, and English language development (ELD) content. Chapter 11 provides the introduction to the ELA/literacy and ELD content. Chapter 12 provides guidance for transitional kindergarten (TK) through grade 1; Chapter 13 provides guidance for grades 2 and 3. Chapters 12 and 13 begin with an overview of the relevant grade span, followed by content for each grade level. Charts for each of the five themes of the *ELA/ELD Framework* by grade identify the key ELA/Literacy and ELD Standards in the left column and related standards and instructional considerations in the right column. The instructional considerations provide rich examples of standards-aligned practice. Note: Pages 273-288 in Chapter 12 for transitional kindergarten show the alignment of three sets of expectations: the ELA/Literacy and ELD Standards and the Preschool Learning Foundations.

California Department of Education. (2020). [*Improving Education for Multilingual and English Learner Students: Research to Practice*](#). Sacramento: California Department of Education.

This document presents current evidence-based pedagogy and practices in the areas of developing multilingualism, early education, assets-based environments, English language development, and the creation of systems that support the implementation of these practices. In each chapter, the document summarizes research and provides examples of implementation. Of particular relevance to PK-3 ECE programs are Chapter 4, Early Learning and Care for Multilingual and Dual Language Learners Ages Zero to Five, and Chapter 5, Content Instruction with Integrated and Designated English Language Development in the Elementary Grades.

California Department of Education. (2019). [*California Practitioners' Guide for Educating English Learners with Disabilities*](#). Sacramento: California Department of Education.

This document provides guidance to assist practitioners in understanding the legal requirements, best practices, and resources for educating English learners with disabilities in transitional kindergarten through grade 12. The document provides information on identifying, assessing, supporting, and reclassifying English learners who may qualify for special education services and pupils with disabilities who may be classified as English learners. This document is cited in the Literacy Program Standard in the following location: Section 7f, Literacy Instruction for Children with Disabilities (§120), footnote 10.

California Department of Education. (2019). [*The Alignment of the California Preschool Learning Foundations with Key Early Education Resources: California Infant/Toddler Learning and Development Foundations, California Content Standards, Common Core State Standards, and Head Start Early Learning Outcomes Framework, Second Edition*](#). Sacramento: California Department of Education.

This document presents the developmental continuum of learning for children from birth through kindergarten based on key state documents and their alignment. Table 1.4 on pages 20-41 provides a detailed view of the alignment between the Language and Literacy domain of the Preschool Learning Foundations and the ELA/Literacy Standards for kindergarten. Table 1.6 on pages 48-74 provides a detailed view of the alignment between the ELD domain of the Preschool Learning Foundations and the ELD Standards for kindergarten. Note: The Preschool Learning Foundations are currently under revision and are due to be published in late 2023.

California Department of Education. (2015). [*Resource Guide to the Foundational Skills of the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects*](#). Sacramento: California Department of Education.

This document summarizes and highlights selected key concepts and guidelines from the *ELA/ELD Framework* regarding the foundational skills of reading and directs readers toward specific discussions of the foundational skills in the framework. It also draws attention to the specialized knowledge required of educators, particularly in transitional kindergarten through grade 3. This document is cited in the Literacy Program Standard in the following location: Section 7a, Foundational Skills, footnote 5.

California Department of Education. (2009). [*Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning: A Resource Guide, Second Edition*](#). Sacramento: California Department of Education.

This document provides guidance and strategies for teachers to promote high-quality language, literacy, and learning experiences for young English learners.

California State University, Center for the Advancement of Reading and Writing. (2019). [*The Early Years: Promoting a Promising Start in Literacy Development*](#). Long Beach: California State University.

This document provides information about the California State University's perspectives and ongoing work in early literacy for infants, toddlers, and preschoolers. Key features of the document include fundamental understandings of literacy development and young children that should guide the work of practitioners; essential components of early literacy programs; and illustrative vignettes of children at different ages in high-quality settings that promote literacy development.

Slowik, Hallie Yopp, and Nancy Brynson. (2015). [*Executive Summary: English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve*](#). Sacramento: Consortium for the Implementation of the Common Core State Standards.

This document summarizes the *English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve (ELA/ELD Framework)*. In 31 pages, the *Executive Summary* presents the key concepts included in the *ELA/ELD Framework* and is a useful resource for orienting educators and others to the content of the complete framework.

Selected Websites

Dyslexia

California Dyslexia Initiative. Sacramento County Office of Education, UC San Francisco Dyslexia Center (In collaboration with California State Board of Education, California Department of Education, and the California Collaborative for Educational Excellence).
https://www.scoe.net/divisions/ed_services/curriculum/cadyslexia/

Decoding Dyslexia CA. <https://decodingdyslexiaca.org/>

International Dyslexia Association. <https://dyslexiaida.org/>

Early Learning

California Association for the Education of Young Children. <https://caeyc.org/>

California County Superintendents. Special Projects. Universal Prekindergarten Planning Toolkit.
https://ccsesa.org/special_projects/

California Department of Education. Dual Language Learners Professional Development Resources.
<https://www.cde.ca.gov/sp/cd/re/dllprofdev.asp>

California Department of Education. Key Publications from the Early Education Division.
<https://www.desiredresults.us/sites/default/files/docs/resources/drsystem/EEDPublicationsFall2022%20%281%29.pdf>

Early Learning (continued)

California Department of Social Services. California Early Childhood Online (CECO). Dual Language Learners Training Modules. https://www.caearlychildhoodonline.org/en_modulecatalog.aspx

California Department of Social Services. California Preschool Instructional Network. <https://cpin.us/>

First 5 California. <https://www.ccfc.ca.gov/> (See Parent Site. <https://www.first5california.com/en-us/>)

PEACH. An Early Childhood Higher Education Collaborative. <https://www.peach4ece.org/>

Inclusion/Universal Design for Learning

California Coalition for Inclusive Literacy. CAST, California Collaborative for Educational Excellence, California Department of Education. <https://ccil.cast.org/>

CA UDL Coalition. Orange County Department of Education. <https://ocde.us/MTSS/Pages/CA-UDL-Coalition.aspx>

CAST. Until Learning Has No Limits. (Information on Universal Design for Learning). <https://www.cast.org/>

Inclusive Early Education. California Department of Education. <https://www.cde.ca.gov/sp/cd/op/iee.asp>
(2021 Publication: *Inclusion Works! Creating Child Care Programs That Promote Belonging for Children with Disabilities, Second Edition.*
<https://www.cde.ca.gov/sp/cd/re/documents/inclusionworks2ed.pdf>)

IRIS Center. Peabody College, Vanderbilt University. <https://iris.peabody.vanderbilt.edu/> (See IRIS Resource Locator; IRIS For Faculty; Module: Creating an Inclusive School Environment; Module: Inclusion of Students with Significant Cognitive Disabilities)

Supporting Inclusive Practices. <https://www.sipinclusion.org/>

Multi-Tiered System of Supports

CA MTSS. Orange County Department of Education (In collaboration with the California Department of Education). <https://ocde.us/MTSS/Pages/default.aspx>

California MTSS Framework. Orange County Department of Education. <https://ocde.us/MTSS/Pages/CA-MTSS.aspx> (Document: <https://ocde.us/MTSS/Documents/Revised-California-MTSS-Framework-July-2021.pdf>)

Multi-Tiered System of Supports. California Department of Education. <https://www.cde.ca.gov/ci/cr/ri/>

Multilingual and English Learner Children

California Association for Bilingual Education. <https://www.gocabe.org/>

California County Superintendents. Special Projects. English Learner Toolkit of Strategies
https://ccsesa.org/special_projects/

California Department of Education. Multilingual and English Learner Students.
<https://www.cde.ca.gov/sp/el/>

Californians Together. Championing the Success of English Learners. <https://californianstogether.org/>

Center for Equity for English Learners. Loyola Marymount University. <https://soe.lmu.edu/centers/ceel/>

General

California Collaborative for Educational Excellence (CCEE). <https://ccee-ca.org/>

California Department of Education. <https://www.cde.ca.gov>. Selected web pages:

Asset-Based Pedagogies. <https://www.cde.ca.gov/pd/ee/assetbasedpedagogies.asp>

California One System Serving the Whole Child. <https://www.cde.ca.gov/eo/in/onesystem.asp>

(See also Whole Child Resource Map. <https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp>)

Equity. <https://www.cde.ca.gov/qs/ea/>

Family Engagement. <https://www.cde.ca.gov/eo/in/lcff1sys-pri3res.asp> (Expand view to see all resources.)

Social and Emotional Learning. <https://www.cde.ca.gov/ci/se/> (See also Transformative Social and Emotional Learning. <https://www.cde.ca.gov/ci/se/tsel.asp>)

California Reading Association. <https://www.californiareading.org/>

California Reading and Literature Project. <https://crlpstatewideoffice.ucsd.edu/>

California Writing Project. <https://csmp.online/files/documents/cwp-overview.pdf> (Search online for regional sites)